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| **LESSON OUTLINE 1 – REFRAIN** | | | |
| **TITLE Songwriting: The Refrain Tells the Main Idea** | | | |
| **TEACHING ARTIST DWorsley ART FORM Music Grade Level 6-8** | | | |
| **Standard (Big Idea)** *copied from the Maryland State CORE Curriculum*  **Writing** W2 CCR Anchor Standard: Write informative/explanatory text to examine and convey complex ideas and information clearly and accurately through the effective selection and  analysis of content.  W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  W2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **Reading Standards for Literacy in Math, Science and Technical Subjects**  **Standard 2:** Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.  RST.6-8.2: Determine the central ideas or conclusions of a text, provide an accurate summary of the text distinct from prior knowledge or opinion.  **Fine Arts Standard(s): Music**  Outcome III: Creative Expression and Production  The students will demonstrate the ability to **organize musical ideas and sounds creatively.**  1. Explore musical ideas through simple improvisations  -Improvise vocal or instrumental music using current technology. | | | |
| **Connected objective:**  Students will compose a 4-line lyric refrain by analyzing an informational text, determining and paraphrasing the central idea, and improvising vocally to restate the central idea to fit a pre-determined rhythm. | | | |
| **Objectives** | | **Assessment** | |
| **KNOWLEDGE**  ***What students will know*** | **Skills**  ***What students will be able to*** | **FORMATIVE**  ***To check for understanding along the wa****y* | **SUMMATIVE**  ***To check for understanding at the end of the lesson*** |
| **Maryland Common Core**  - The central concept of assigned text.  - Several details that support the central concept.  -Vocabulary: Main idea, detail, explicit, paraphrase, summarize  **Fine Arts**  -Lyric structure: Refrain tells the main idea in a way that hooks listeners’ attention.  -Beat creates focus.  -Songwriters **improvise** patterns of rhythmic sound to communicate the songwriter’s emotional meaning.  -Vocabulary: Beat, Rhythm, Lyrics, Refrain, Hook | - Recognize explicitly stated main idea in the topic sentence and concluding sentence of text.  -Recognize and cite details that support development of the main idea.  -(Optional) Add to the supporting evidence students’ prior knowledge.   Lesson Plan:Poetry Lesson Plan Task 1: Listening. The students sit on the floor in an open space, close their eyes and listen to the poem that the teacher reads aloud to them.  Task 2: Discussion. Ask students what rhythm or beat they felt from the poem and why they think it affects the content of the poem. For example, a poem about war may have the rhythm of drums, or give the effect of marching, or soldiers shouting.  Task 3: Reading. Hand out a copy of the poem (to older students); ask one of them to read the poem again. This could be done in pairs, with each reading the poem to the other. With younger students, have them walk around the room to the beat of the poem while the teacher rereads the words to them.  Task 4: Writing and Discussion. Students underline words in the poem that they find effective, atmospheric, appealing, and important. In small groups the students discuss the poet's word choice. Ask young students in a conversation circle what words they remember in the poem and why they liked them  Task 5: Drama. Have students work on and act out little plays based on the poem. This can be done in small groups, pairs, or as monologs depending on the poem and size of the class. Task 6: Art. Mature students can attempt to sketch or create a poster. Young children can illustrate the poem with paints or colored pencils. | Large group participation in creating the model stanza.  - Teacher Observe, reflect  - Students Observe, reflect Learning Objectives for Group Poetry Lesson Plan Students will   * Create sentences from writing prompts * Group ideas together * Cooperate to provide a title for the finished poem * Perform the poem for the class * Relate the exercise to other poetry in the curriculum | Individually, students underline the main idea in text. Circle 2 supporting details.  In pairs, students compose a refrain. Individually, students underline the main idea. Circle 2 supporting details.  Performance: Pairs perform their raps. Students reflect on whether the words fit the beat/rhythm and continue to improvise and revise (praise, question, polish). Completing the Poetry Lesson by Adding Free Movement Task 7: Dance and Free Movement. Read the poem once more and have the students move creatively, or dance, to suit the words. Ask if the poem now means more to them because it is associated with physical experience of acting, discussion, drawing and movement. Analyzing the Poetry Lesson An open discussion at the end of a creative lesson such as this is important for teachers and students alike. The students will be able to express what they feel and give their opinion as to whether they enjoyed the class. Teachers will be able to analyze what the students learned, and decide whether such a lesson can be done with other poems, future classes, or if changes should be made to improve or adapt this method of teaching and learning about poetry.  The activities develop the following skills:   * Writing sentences * Poetry writing * Teamwork and collaboration skills * Speaking skills |